



Enhancing Speaking Skill Through a Loud Reading in L2 Learning

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Abstract

This paper discusses the role of a loud reading in language reading in language learning (L2). This paper helps learner in their speaking skills in L2 most of the English learners (L2) feel that they are in need of improving their speaking skills. Students who are good in speaking skills are very confident and self-motivated. The students who feel that they lack in speaking skill often feel shy to speak in English. So, they do not participate in conversation. If the students participate in conversation, they could improve their speaking skill. But they fail to be part of the conversation. So I suggest a loud reading practice to the learner, through reading. They can see the spelling of the words they articulate the words, pronunciation of the words all done through loud reading practice the learners self-esteem will become stronger and stronger. This method will help the learner to improve their speaking skills.

Key Words: Pronunciation, Reading, confident and self-motivated .

Learning a second language (L2) is complex because not only do you discover new words, new grammar rules, correct, but moreover you must learn how to enunciate new sounds in a speaking chain removing the

fear of English from L2 learners hailing from rural backgrounds and instilling confidence to learn English language is a real challenge for the English Language teachers. The L2 learners have been learning English from primary school. As such, they have been learning a number of words/vocabularies already. Through a loud reading revising and recollecting these vocabularies, introduce a new vocabulary and making them actively use them could enhance their English language skills, besides building their confidence. According to the National Institute of Child Health and Human Development “Reading is the single most important skill necessary for a happy, productive and successful life”. Developing these skills takes active engagement from an early age (HOSS).

Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing Information in the text to his/her background knowledge and prior experience.

Reader process text in light of mental schemata:

- Background knowledge
- Knowledge about language and literature
- Cultural values and beliefs
- The reader matches the data and a scheme comprehension

Text provides new data to be processed:

- The shapes and sounds of the letters
- The meaning of words/phrases
- Grammatical Information [Beatrice S. Mikulecky, Ed. D]

i) Silent Reading:

Reader reads the text without articulating the words. Its only advantages is does not create any disturbance for people nearby. In the silent reading is useful only during travel, and in library and in public places.

ii) A Loud Reading:

The reader articulates the words in the text a loud. This is called loud reading. Some people have the habit of reading loud. They may have audience to read out too. In such cases, loud reading is used. Loud reading is required when there is an audience to listen to loud reading is also helpful for language learning.

Though a loud reading learner can improve their spelling, pronunciation, learn to sound out letters and words, spelling come easier. They improve their vocabulary, reading new words puts them in their mind for later use. Definitely a loud read can help the learner to learn (L2) second language.

Inculcating loud reading habits in students, to bring about a change in their life style in order to inculcate discipline in young people to make them skillful to face this competitive word

Learning of English language has become an important issue in present scenario. In L2 learning several methods, beginning from Grammar Translation Method, continuing through suggestiopedia, Competency Based Language Teaching, Commutative Language Teaching and the like, all the approaches aim to develop the four basic skills of language. Through a loud reading we can acquire other three skills writing and speaking, listening but speaking is particular in L2 learning. Enhancing a loud reading skill enhance all the three skills and speaking skill in particular

In a loud reading practice we can follow the “Behavior Theory” by Skinner, which means repetition once action. A loud reading practice like repeated one. A loud reading becomes a behavior (or) it becomes a habit.

In the Audio-lingual method,

Stimulus → Organism →

Response Behavior → Reinforcement/No reinforcement negative reinforcement

Like, we can use a loud reading in L2 learning. If learner done mistake, teacher should correct the mistake give the comments.

- First learner forms a small circle may be in circle 5 to 6 learners only then teacher ask the learner should read text a loud
- Then teacher listen the learner reading and correct the intonation, expression and pronunciation and given a meaning
- In a group one learner read loud and other learner listen their reading, they do one by one

Teacher should select the materials and give to the students (or) learner [Newspaper, magazine, children's books, read frequently used vocabulary, short stories, short fiction, and situational dialogues]. It should be in a simple language.

Learner can go with the loud reading enhance the other skills like writing, speaking, listening. But especially a loud reading skill improves the speaking skill while learner read loud. They can get confident then they can articulate the words, and pronounce the words at last L2 learners able to speak their target language.

Learner should read and mark the meaning of unknown words to find the meaning. Then learner should listen the teacher's instruction and follow the instruction. Learner should read loud. Learner should accept the mistake and try to correct the mistakes.

Teacher should be the moderator to the learner. Teacher should not hate the learner and the teacher should encourage the students in loud process. If the learner doesn't know the meaning of the words, teacher should help the learner. Learner's error must be corrected without hurting their feelings. Learners should express their feelings and opinions at the end of every class. Teacher is acting as a friend, guide, councilor and partner in the class room activities. Learner should be the center and teacher should be the monitor of the learner.

The first purpose in presenting this paper is that by using a loud reading practice to prove language learning skills.

Penny Ur in her book titled a course in language teaching indicate the followingof all the four skills [Listening, Speaking, Reading and Writing], Speaking seems intuitively the most important: people who

know a language are referred to us “Speakers” of that language, as it speaking included all other kinds of knowing; and many if not most foreign language learners are primarily in learning to speak” (Ur 1996)

This particular author gives emphasis on the speaking skills. The competency of English language is judges based on the speaking skills. Speaking English language becomes very difficult for the learners because of the great involvement of practice and exposure. But the methods were GTM, TPR, Communicative Language Teaching, Lexical Approach, and Audio-lingual Method. For this method that is being followed does not give opportunity to speak and practice the same. According to Ur, learners should have a chance to talk a lot using the target language. So the loud reading method can improve the learners target language while they are reading, the words articulate, the reader sentence were used in later conversation. This method give special attention to the slow learners end of this “Loud Reading Method” and this method learner without any fear and learner secure to speak language, because of the loud reading practice.

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